Downsway Primary School

Challenging minds. Changing futures.

Governors' Annual Report to Parents & Carers 2025-2026

Special Educational Needs and Disability

- **SEND at Downsway Primary School** Page 2
- **Identification of Special Educational Needs and Disabilities (SEND)** Page 3
- **Support for children with special educational needs** Pages 4 - 8
- **My child's progress** Page 9-11
- **Support for my child's overall well-being** Page 12
- **Specialist services and expertise available at or accessed by the school** Pages 13-15
- **Training of school staff in SEND** Pages 16-17
- **Activities outside the classroom including school trips** Page 19
- **Accessibility of the school environment** Page 20
- **Preparing my child to join the school or to transfer to a new school or the next stage of education and life** Page 21-22
- **Who can I contact to discuss my child?** Page 23
- **Data for the academic year of 2024/25** Page 24
- **Acronyms** Page 25

Date of report: 2nd July 2026

SEND at Downsway Primary School

Challenging minds. Changing futures.

Downsway is a group 2 Primary School, age range 4 - 11, with 214 children in 7 classes, ranging from Foundation to Year 6. There is one class per age group.

Our catchment area serves parts of Tilehurst and mainly consists of private housing; parents/carers are supportive and interested in their child's education. We have also taken pupils from Reading and the wider West Berkshire area.

Our Vision

Children have the confidence to aim high and to be curious about their world. They work successfully with others and have a tolerant and responsible attitude towards them.

Identification of Special Educational Needs and Disabilities (SEND)

How does the school identify children/young people with special educational needs and disabilities?

We believe that every child in our care has the right to a broad and balanced curriculum, ensuring that the National Curriculum is matched to the needs of the individual. This demands very thoughtful and careful planning. SEND children at our school are integrated into mainstream classes. It therefore follows that all our teachers are teachers of SEND.

A child has Special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What should I do if I think my child has SEND?

We strongly believe that there are tremendous benefits gained by a child knowing that parents/carers and teachers are working together, not in isolation. Two-way communication is encouraged both formally and informally. Parents/carers are welcomed to make contact with the school to discuss their child with staff. As the SEND child is at the core of this partnership, gaining their input and thoughts on their experiences is vital as we reflect on our provision and look to enhance their progress. We take all parental concerns seriously and are more than willing to listen; the class teacher is the first point of contact with any concerns regarding your child.

Support for children with special educational needs

If my child is identified as having SEND, who will oversee and plan their education programme?

Primarily, the class teacher will oversee and plan for children with SEND but this is not in isolation. Class teachers work in conjunction with teaching assistants, the Inclusion Manager as well as parents/carers, the child and, where appropriate, external professionals.

Pupils receive 'quality first' teaching through thoughtful planning and assessment. Individuals have work adapted to their needs through a range of differentiation techniques. Small group work might be put in place by the class teacher to help support the children's learning needs. The curriculum is followed by all and their progress is closely monitored and reported. Any concerns are discussed with parents/carers and adaptations to teaching style are recorded. Parents/carers are encouraged to discuss any concerns they might have regarding their child; concerns would be recorded and discussed with the Inclusion Manager and then a range of in - class interventions might be trialled and their success noted.

How will I be informed / consulted about the ways in which my child is being supported?

Parents/carers will be informed of progress through the usual channels such as parents' evenings and annual school reports. In addition, there is also increased communication between the class teacher and parents/carers as to the nature of support and the progress the child is making.

All pupils on the Special Educational Needs/Disabilities register will have a Success and Achievement Plan (SAP) that will outline the planned outcomes and targets for how they are to be achieved. These plans will be reviewed and co-constructed with the parents/carers three times a year. In order to give the child consistency and the best support possible, a home school target may also be included. It is the class teacher's responsibility to agree this with the parent and offer advice if necessary.

For our more 'formal' intervention programmes, permission from parents/carers is gained prior to the intervention beginning. It will outline the aims and objectives of the intervention, how it is to be delivered and the duration of the intervention. Following the intervention, parents/carers can receive information about the progress their son or daughter has made and its impact within the classroom. In some instances, school staff or external professionals may make recommendations for how the intervention work can be supported and consolidated in the home environment.

How will the school balance my child's need for support with developing their independence?

The school will aim to balance the need for support alongside developing the child's independence; this will form part of the monitoring and evaluation of the child's targets. Some provision and support will be delivered within groups to develop the child's communication and team working skills. There is a clear expectation that support is not based on the completion of tasks by the child but the development of their skills and understanding thereby preparing them for their next steps in education and adulthood.

How will the school match / differentiate the curriculum for my child's needs?

Downsway aims to ensure that personalised learning takes place for every child. Personalised learning is about taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents/carers – as partners in learning. Staff will use assessment in order to differentiate the curriculum to meet the child's needs and to provide challenging opportunities.

What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Downsway has experience of children with a variety of learning difficulties including Autism Spectrum Disorder (ASD), speech and language difficulties and Attention Deficit Hyperactivity Discorder (ADHD). A range of teaching strategies are used such as visual timetables, longer thinking time, repetition of the question, simplifying instructions, coloured overlays and classroom layout including the seating plan.

If external specialists such as Speech and Language or Occupational Therapy provide recommendations these are incorporated into our provision for the child.

What additional staffing does the school provide from its own budget for children with SEND?

The school has a team of highly skilled teaching assistants who work alongside teaching staff to ensure that all pupils are engaged in their learning and that they are able to access the curriculum. The School Inclusion Manager oversees the running of SEND, monitoring the delivery of interventions, their impact and assesses the progress made by pupils.

At lunchtime we have a Teaching Assistant who is available to support pupils, primarily those children with ASD. They run a club that offers opportunities to play and communicate with others as well as providing an environment that the children find calming.

What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Intervention	Type
Regular Readers - is an opportunity for the pupil to read to an adult at school to help them develop confidence through over-reading a text. It supports the reading done at home.	1-1
SNAP Maths - is an intervention programme designed to be used with children who are working significantly below age related expectations. It enables children to consolidate their understanding and practise skills in a range of contexts.	1-1
Emotional Literacy Support Assistants - deliver a tailored programme to support children in the development of their emotional literacy over approximately 6 weekly sessions. It helps children understand and cope with their feelings and those of others, develops their self-esteem and helps to enable positive interactions with others.	1-1
FFT Sprint - Wave 3 Literacy - is a literacy based programme for those children who are having difficulty accessing simple texts. The programme is delivered daily for 20 minutes and focuses on over-learning. It incorporates phonics in both reading and writing days.	1-1
Precision Teaching allows pupils to receive a quick 10 minute daily session. This method involves focusing on an area of learning that the pupil is having difficulty with, such as number bonds, and using a multisensory approach to aid them in building confidence and understanding.	1-1
Gross Motor Skills follows a programme in line with those recommended by the occupational therapists. It aims to improve co-ordination and motor planning. It might include catching, hopping, ball games, crawling, throwing at targets and other associated activities.	Small group
Fine Motor Skills is an intervention which aims to develop a range of fine motor skills that are needed to complete activities such as writing, cutting with scissors, dressing, brushing teeth and hair, feeding and playing. The intervention aims to develop muscle strengthening and joint stability, hand-eye co- ordination, tactile (touch) awareness, grips and grasps, finger isolation, hand arches, manipulation skills and motor planning. Whilst usually carried out in small groups, 1:1 targeted work may be used based on a child's needs and areas of difficulty.	Small group or 1:1
Phonics Catch Up works to consolidate a child's understanding of phonics and helps them to develop their word knowledge. A child will have familiar phonics work reinforced within a small group thereby allowing quick correction of any misconceptions/pronunciations. It also develops their understanding of spelling patterns.	Small group

Individualised transition programmes are tailored for those pupils who need further support when they are transferring to another school. It might include additional visits for the child to explore their new education setting with a teacher or teaching assistant that they trust and feel secure with. Work is also completed at Downsway with an ELSA to help the pupil recognise their feelings and anxieties. Another aspect of these transition programmes is for the Inclusion Manager to accompany parents/carers to prospective secondary schools to meet with the new SENCO to ensure a smooth transition if this is something the parents/carers feel would be beneficial.	1-1
Acceleread Accelewrite is a programme that gives pupils the opportunity to work on a 1-1 basis with an adult each day. The course runs for a period of 4 weeks. The intervention aims to promote a child's confidence with spelling and develop their skills in word recognition and spelling patterns. Each day, your child will spend 20 minutes working through a series of spelling tasks progressing in difficulty.	1-1
Speed Up Handwriting is a programme that gives pupils the opportunity to work in a small group with an adult twice a week. The course runs for a period of 6 weeks. The intervention aims to promote a child's confidence with handwriting and develop their fluency. Children will spend the session working through a series of tasks aimed at developing their kinaesthetic control of their pencil. In addition small homework tasks will be sent home to help embed the activities that have taken place in the handwriting session.	Small group
Structured Approach To Reading (STAR) is a reading intervention tailored to the child's current reading ability. The intervention takes place twice a week for approximately 20 minutes and is designed to build the children's word reading accuracy, fluency and comprehension of what they are reading.	1:1
STRuctured Approach to Writing (STRAW) is a writing focused intervention. It is tailored to the individual, using their writing in class as a starting point for 1:1 sessions aimed at making small steps of progress, supporting the child to become more confident, independent writers.	1:1
Attention Autism is an approach to support young people with Autism. It is an intervention model aimed to develop natural and spontaneous communication through the use of visually based and highly motivating activities to engage interest and develop focus.	Small group
Drawing and Talking is a supportive one-to-one intervention that gives children a safe space to explore and express their thoughts and feelings through drawing and conversation with a trained adult. It can help children to better understand and manage their emotions, build confidence and resilience, and develop positive ways of coping with challenges. The sessions are child-led and provide a calm, nurturing environment where children can feel listened to and supported.	1:1

What resources and equipment does the school provide for children with SEND?

As well as investing in a range of intervention programmes and resources we respond to personal needs by accessing the SEND budget. We take account of any recommendations from specialist agencies e.g. speech and language or occupational therapy. If needed, additional resources are purchased to enable a child's needs to be met e.g. theraputty for hand muscle strengthening, sloping surfaces, pencil grips, Ace dictionaries and coloured overlays, to name a few.

What special arrangements can be made for my child when taking examinations?

Each child is reviewed in accordance with the regulations and guidelines set out by the Department for Education in regard to access arrangements for exams. It might be that additional breaks for movement can be granted or that a child's needs require a scribe or reader to be provided, other access arrangements may be modified assessment papers or breaks during an assessment.

My child's progress

How will the school monitor my child's progress and how will I be involved in this?

Every child's progress is carefully monitored throughout the school year. Feedback on a child's progress may be provided informally through a conversation between a parent and class teacher at the start/end of the day. More formal feedback is provided by the class teacher via parents' evenings and the school report at the end of an academic year. If there are any questions or concerns the class teacher will be happy to discuss your child's progress, there is no need to wait until a parents' evening.

In addition, if the child is receiving an intervention then progress is monitored pre and post to monitor the impact.

If a child has an Educational Health Care Plan there will be an annual review where progress will be reviewed and will include reports from any additional external specialists that are relevant to the pupil. Support and Achievement Plans are reviewed and shared with parents/carers times a year, with intended outcomes and provision being monitored and adapted as necessary – parents and the young person are encouraged to have input in shaping these documents.

When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Each child on the SEND register will have a Support and Achievement Plan (SAPs) that ensures careful monitoring and tracking of the child's progress. SAPs are reviewed termly by the teacher. The SAP is updated and new targets might be set in consultation with the parents/carers. The teacher is responsible for sharing the SAP with the parents/carers and other support staff. Recommendations from supporting external agencies and professionals such as speech and language or occupational therapy will be integrated where possible. In order to give the child consistency and the best support possible, a home school target may also be included. It is the class teacher's responsibility to agree this with the parent and offer advice if necessary. The SAP will outline any support groups or intervention strategies that are in place.

In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

Please contact the school office to book an appointment with the class teacher or Inclusion Manager.

What arrangements does the school have for regular home to school contact?

Newsletters are sent home monthly. School calendar on the website.

Open door policy - don't be afraid to come in ask for an update or to discuss any concerns.

How can I help support my child's learning?

Follow the class teacher's advice on supporting your child with homework and provide time and space so that it can be done with help available.

Daily reading at home is key. Take the time to not only listen to your child read but to explore the text, talk about tricky words, think about what might happen next. Developing a child's knowledge and understanding of comprehension and inference is as important as learning to read.

Look for opportunities to build mathematical skills at home - weighing ingredients when cooking, comparing prices whilst shopping, telling the time, singing times tables tunes, playing snakes and ladders and other board games and card games for number recognition.

Enjoy and explore the outdoors together. Talk about the things you see to help widen and develop your child's vocabulary whilst developing healthy bodies through exercise.

Does the school offer any help for parents/carers to enable them to support their child's learning, eg. training or learning events?

Parent workshops and learning events to support parents/carers are often organised by the school. In the past, we have organised workshops including: 'Helping your child to read', 'Maths Support', 'Coping with worries' and 'Anxiety in Children'. Local support events and training are shared with parents via email, should they be relevant. If you require help in a particular area or in sourcing appropriate out-of-school support or clubs for your child please ask.

How will my child's views be sought about the help they are getting and the progress they are making?

When a SAP is written, the child has an opportunity to share their thoughts and feelings. Where appropriate, they may be involved in setting outcomes and discussing the progress made towards them.

For annual reviews the child's views are carefully collected and then included within discussion. The child has an opportunity to have their voice heard.

How does the school assess the overall effectiveness of its SEND provision and how can parents/carers and young people take part in this evaluation?

The school tracks its effectiveness through the OFSTED Questionnaire which is available to parents/carers via the Ofsted Parent View site.

The Inclusion Manager reports on all matters SEND to the school governors throughout the year, with termly updates on progress.

As with all pupils, the school uses Sonar (Juniper Eduation) to monitor pupils' progress. Data for Reading, Maths and Spelling assessments is also used to monitor progress as well as identifying pupils who may benefit from additional support.

Support for my child's overall well being

What support is available to promote the emotional and social development of children with SEND?

Daily opportunities to discuss how they are feeling with both class teachers and teaching assistants. The school follows a programme for PSHE which explores many different themes and has the Downsway Values: Aspiration, Tolerance, Self-Belief, Responsibility, Curiosity and Co-operation, at its heart.

One to one or group ELSA sessions are available, if appropriate.

What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how does it support children to avoid exclusion?

An individual behaviour plan or Therapeutic Plan is established following meetings with parents/carers to discuss behavioural expectations and ways in which school and home can support a pupil.

ELSA sessions might be established for the child. Information is shared with key staff to ensure a consistent approach to dealing with behaviour.

What medical support is available in the school for children with SEND?

Relevant medical support training is provided to staff, should it be required. Staff have attended a variety of training including: 'First Aid', 'Asthma Awareness', 'Anaphalaxis and Epi Pen use', 'Gastrostomy Tube Feeding'. Some teaching assistants have received training led by a physiotherapist in order to deliver physiotherapy for those children with medical needs as outlined by their EHCP.

How does the school manage the administration of medicines?

Parents/carers are requested to complete an administration of medicines request form available from the school office.

How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc?

Should the circumstances arise, we would plan to help a child meet their self-care needs. A disabled toilet is available.

Special dietary requirements are taken into consideration by the kitchen and caring cutlery has been provided for those children who need support with their fine motor skills at lunch times. Two teaching assistants are available during lunchtime to oversee the needs of those children with SEND.

Specialist services and expertise available at or accessed by the school

What SEND support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

We have access to a variety of support services. The ones we have accessed in the past year are:

- West Berks Autism Advisory Team
- Speech and Language Therapist
- Educational Psychologist
- CALT- Cognition And Learning Team
- CAMHS - Children and adolescents mental health services
- Berkshire Sensory Consortium Service
- EDIT – Early Development Inclusion Team

Other support services we have previously accessed include:

- SISS - Specialist Inclusion Support Service
- Specialist Downs Syndrome Advisor
- Therapeutic Thinking Support Team (now Promoting Inclusive Practice Service)
- EBSA (Emotional Based School Avoidance) Team

If there is an apparent need the school will seek to access specialist support agencies.

What should I do if I think my child needs support from one of these services?

If you wish to have the input from a support service, the Inclusion Manager can discuss it with you. Together you can look at the criteria for accessing support and make the application together if deemed necessary.

Do not be afraid to ask.

How are speech and language therapy, occupational therapy and physiotherapy services provided?

Each service has its own specific criteria for accessing support and runs in a different way. The key aim is to incorporate the service and recommendations into the child's Support and Achievement Plan to ensure that it is embedded into their regular school day.

Occupational Therapy

All children in the West of Berkshire can be referred to Occupational Therapy service. If a child is of school age and has an EHCP in place, a referral from the school can be made. If a child is of school age and does not have an EHCP, the referral should be made via the GP. There should be supporting evidence to help you access these services. Before a referral is made, the recommendations made by the CYPIT toolkits should be considered and implemented.

Physiotherapy

Referrals can be made via school or they can be made through a GP.

Once a referral is made, it will be triaged (looked at by a clinician) to see how we can help. This may be telephone advice, signposting to other services or a local clinic/school assessment

Before referring a young person to physiotherapy, we are advised to check that all the recommended strategies on the Children, Young Person and Families services website (https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/) relating to their difficulties have been tried.

Speech and Language

Children who are of school age (reception class or above) will be able to access speech and language therapy within their school. School can contact the Speech and Language Therapy Team should there be concerns, although the Team require targeted support to be in place in school prior. The therapist will take into account the learning environments of the children and provide targeted advice and strategies to teaching staff to support the development of speech, language and communication within the school.

The speech and language therapist will work alongside school staff to use a range of approaches within the school, which may involve discussion with school and family, assessment, training and demonstration, advice, direct therapy and/or joint target setting.

Prior to a referral to Speech and Language, it is expected that school's put at least two terms of support in place, moving forwards to referral if the intended progress hasn't been seen.

What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

If you wish to have the input from a support service, the Inclusion Manager can discuss it with you. Together, you can look at the criteria for accessing support and make the application together if deemed necessary.

Do not be afraid to ask.

If you are concerned about any aspect of your child's development check out CYPITs toolkits online which give some great recommendations for early intervention at home and school:

http://berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=304

What arrangements does the school have for liaison with Children's Social Care services?

The Headteacher, Designated Safeguarding Lead or the Inclusion Manager will liaise with Children's Social Care Services regarding pupils. For Looked After Children, a Personal Education Plan will be established. This identifies key adults and develops support strategies.

The school is very proactive in its relationship with other services and has played a significant part in hosting meetings and ensuring that the outcomes are followed up both at school and by working with parents.

Training of school staff in SEND

What SEND training is provided for teachers in your school?

Additional training for staff has been sought to ensure that staff are well informed about the challenges the children face and the teaching and learning strategies best suited to them. SEND training at Downsway varies year to year to reflect the changing needs of our pupils. The list below demonstrates our belief in the importance of continued professional development.

Training within the last academic year includes:

- Glue Ear session run by Berkshire Sensory Consortium
- Supporting autistic pupils to be secondary ready
- Supporting children who stammer

Training in previous academic years includes:

- Speech and Language
    - Working with Children with Speech Sound Difficulties
    - Supporting Speech and Language Skills in EYFS/KS1
    - General Strategies to Support Communication in the Classroom
    - Using Colourful Semantics in the Classroom
    - Supporting Reluctant Talkers and Selective Mutism in School
    - Developing Grammar Skills
    - Social Communication Skills and Lego Therapy
- Low Arousal Approach
- Colourful Semantics
- School staff were trained in several Therapeutic Thinking modules following the Headteacher and Inclusion Manager attending lead training
- Gastrostomy Tube Feeding competency training
- 7 Day Attachment Lead Training

- PEPP Care training for all teachers and teaching assistants - dealing with emotional health.
- Structured approach to Writing
- Autism: Sensory Processing, Masking and Spoon Theory
- Therapeutic Thinking
- Acceleread Accelewrite
- SNAP Maths
- Structured approach to Reading
- Talking Partners
- Dyslexia Friendly Classrooms
- Helping the disadvantaged learner make progress
- Improving target setting and Individual Education Plans
- The importance of language in dealing with children with ADHD and ASD.

- Support from the Local Authority Cognition & Learning Team in writing appropriate personalised Support and Achievement Plans for SEND pupils
- Downs Syndrome Awareness
- Emotion Coaching delivered to teachers by the school's assigned Educational Psychologist
- Handwriting essentials – strategies to support handwriting development
- Early Development Intervention Team – SEND in the Early Years
- Speech and Language in school support training was given to the Inclusion Manager by the Speech & Language team
- Training based on the above training was cascaded down to teaching staff by the Inclusion Manager
- Therapeutic Thinking Schools service lead training was attended by the Headteacher and Inclusion Manager
- 'Attachment and Learning' training was provided by the West Berkshire Virtual School
- Bereavement Awareness Training
- Recovery Curriculum

"In service" training through staff meetings, training days or external courses, is offered to all teaching staff and LSAs and is often delivered by an in-house expert or alternatively by the Local Authority. Support from external agencies may be brought in for training when necessary.

What SEND training is provided for teaching assistants and other staff in your school?

As with our teaching staff, SEND training for our teaching assistants will vary according to need.

Training within the last academic year includes:

- Makaton Level 1 and Level 2
- Literacy and Language intervention
- Supporting pupils with limited communication
- Early communication in Autistic pupils
- Supporting the communication skills of pupils with Social, Emotional and Mental Health needs
- An introduction to reluctant talking and selective mutism
- Sibs Talk intervention
- Emotional regulation in Autistic pupils
- Supporting vocabulary development

- **Training in previous academic years includes:**
- Speech and Language
- Selective Mutism
- Physiotherapy exercises
- Gastrostomy Tube Feeding competency training
- Precision Teaching
- Autism: Sensory Processing, Masking and Spoon Theory
- Low Arousal Approach
- Colourful Semantics

- PEPP Care training for all teaching assistants - dealing with emotional health.
- Developing ELSA skills - two-day counselling course.
- Diploma 'Understanding Autism' - completed by five teaching assistants.
- Managing anxiety in pupils with ASD.
- SNAP Maths and refreshers
- Numicon
- Occupational Therapy - Handwriting, fine and core motor skills.
- FFT Sprint
- Handwriting essentials – strategies to support handwriting development
- Talking Partners7 Day Attachment Lead Training
- Lego Therapy
- Structured approach to writing
- Managing anxiety in pupils with ASD through Art Therapy and Yoga.
- Structured approach to reading
- Precision Teaching intervention training
- Downs Syndrome Awareness
- Makaton training
- Gastrostomy Tube Feeding competency training
- 7 Day Attachment Lead Training
- Teaching assistants also receive “in service” training through staff meetings, training days or external courses.
- Emotion Coaching delivered to teaching assistants by the school’s assigned Educational Psychologist
- Intervention (FFT and StAR) refreshers delivered to specific teaching assistants
- Precision Teaching training for teaching assistants
- ‘Attachment and Learning’ training was provided by the West Berkshire Virtual School
- Bereavement Awareness Training
- Recovery Curriculum

Do teachers have any specific qualifications in SEND?

Our Inclusion Manager has undertaken a Post Graduate Certificate in Education through The University of Reading, gaining the National Award for Special Educational Needs Coordination.

Do teaching assistants have any specific qualifications in SEND?

A number of teaching assistants have qualifications in various areas linked to SEND including ‘Understanding Autism’, Makaton and Emotional Literacy Support.

Activities outside the classroom including school trips

How do you ensure children with SEND can be included in out of school activities and trips?

Thorough risk assessments are undertaken for any trip and planning is done appropriately to ensure an inclusive experience; where needed, we take advice from support services and other professionals.

How do you involve parents/carers in planning the support required for their child to access activities and trips?

Parents/carers are involved in the planning process where needed and it is often centred on the conversation of what works at home for the child. Activities might include Forest School in the Foundation class, a one day trip, a sporting event or a week's residential trip in Year 6.

Accessibility of the school environment

How accessible is the building for children with mobility difficulties / wheelchair users?

All areas of the building are accessible to wheelchair users with ramps, wide doorways and corridors and a disabled toilet.

Have adaptations / improvements been made to the auditory and visual environment?

If the need arises, we take advice from the auditory and visual health care teams and make adaptations where possible.

Are there accessible changing and toilet facilities?

Yes.

How do you ensure that all the school's facilities can be accessed by children with SEND?

The school prides its self on its nurturing environment and the facilities reflect this. Each area is open and accessible to all children. Classroom environment checks are undertaken by staff and teaching assistants regularly and form part of more formal observations.

In addition, our accessibility plan covers the following;

- Increasing the extent to which pupils with disabilities can participate in our curriculum
- Improving our physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services provided or offered by Downsway Primary school
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

How does the school communicate with parents/carers / carers who have a disability?

We check with the parent how they would like to receive any communication and respond to any needs.

How does the school communicate with parents/carers whose first language is not English?

We ask for support from Ethnic Minority and Traveller Achievement Service (EMTAS). They offer services to assess the child's level of English and his/her understanding of spoken instructions as well as being an interpreter for parents at meetings about their child at school.

Preparing my child to join the school or to transfer to a new school or the next stage of education and life

What preparation will there be for both the school and my child before he or she joins the school?

In order to have your child make the best start possible, an individual transition plan can be set up following a meeting with a member of staff such as Inclusion Manager or future class teacher. It might include additional visits or an opportunity to make a 'me and my new school book'.

How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

As with joining a new school, the next move on can seem daunting therefore individual transition plans might be put in place on top of the whole class activities which include swap days going up to your new classroom. ELSA sessions might be put in place if your child is particularly anxious or vulnerable.

How will my child be prepared to move on to his or her next school?

Meetings take place between your child and a member of staff from the new school in familiar settings if possible. ELSA sessions might be put in place if your child is particularly anxious or vulnerable. The Inclusion Manager or current teacher meets with the SENCO from the local secondary schools to pass on information and ideas on how best to support your child. There can be additional meetings with the new school and parents to help build a positive transition for the child.

How will you support a new school to prepare for my child?

Additional information can be shared with the new school as to what interventions might have taken place and how best to support the child; this would also include copies of SAPs and their reports outlining current grades.

The new school is more than welcome to contact the school to seek further information through a discussion with the class teacher and/or Inclusion Manager. We are more than happy to support to make the transition between settings as smooth as possible.

What information will be provided to my child's new school?

Copies of SAPs and their reports outlining current achievements and needs. The child's file is passed onto your child's new school.

How will the school prepare my child for the transition to further education or employment?

As a primary school we look to make links to the world of employment and further education whenever possible. Each year, the pupils in Year 6 work with people from a local bank in order to create their own young enterprise scheme. In the Foundation class parents are invited in to talk to the children all about their jobs and then developmental play activities are linked to them.

Preparing for the future is also an integral part of our personal, social and health education which is delivered across the school.

Who can I contact to discuss my child?

Who would be my first point of contact if I want to discuss something about my child or if I am worried?

The class teacher is the first point of contact.

Does the school offer any specific support for parents/carers and families (such as Family Support Workers?)

We liaise with Family Support Workers, where required, and help children and parents/carers to gain access to these services and provide a room as a meeting point if needed. We run a termly coffee morning led by the Inclusion Manager. All parents are invited and we often have guest speakers in attendance. We are able to signpost services if needed. We understand that a child's education is not just about what happens at school and we are willing to offer whatever support we can.

What arrangements does the school have for signposting parents/carers to external agencies which can offer support, such as voluntary agencies?

We send home information according to need as it is flagged up to us by the relevant external and voluntary agencies. Examples might include a parenting class on behaviour support or information about children's respite activities. Often there are leaflets at the school reception or posters in the window.

Good places to start are:

Parenting Special Children

Autism Berkshire

The link to West Berks Local Offer is on the school's website. The West Berks Local Offer will signpost parents to both external agencies and voluntary agencies – it provides information from sailing to babysitting, holidays to hearing. The list is comprehensive and is updated every year.

What arrangements does the school have for feedback from parents/carers, including compliments and complaints?

The school has a formal complaints procedure which is on the school website. Parents/carers have the opportunity to reply to end of year reports and to discuss any matters at parents' evenings. Following parent workshops we have requested invited parents/carers to feedback via email.

Data for SEND for 2025/26

Number of children on the SEND register at Downsway.

Children without an EHCP	28
Children with an EHCP	11
Total number and proportion of children with SEND	39 *(18.2% of school)*
Number of children on roll at Downsway	214

SEND Funding

Our notional SEND budget the last financial year was £71,490. This has been spent on training courses, equipment, additional resources for both uses in classrooms and on interventions. It has also been used in part for salary costs to enable the interventions to be delivered and for the Inclusion Manager to plan, implement and review the provision of educational needs support.

Attendance

The attendance of SEND children for the academic year of 2025/26 was 95% for those with SEN, the whole school average was 92%. (As of 6th July 2026)

Acronyms

SEND – Special Educational Needs & Disabilities

ASD- Autistic Spectrum Disorder

SAP - Support and Achievement Plan

EHCP - Educational Health Care Plan

FSW - Family Support Worker

EP - Educational Psychologist

OT- Occupational therapist

Sp & L - Speech and Language

HLTA - Higher Level Teaching Assistant

ELSA - Emotional Literacy Support Assistant

EMTAS – Ethnic Minority and Traveller Achievement Service

EAL – English as an Additional Language